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icans should take exception to the author's views on corporal punishment, but, aside from this one point, the advice given teachers, both as to general attitude and as to specific problems, is admirable.

W. B. O.

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*Elementary Latin Writing.* By CLARA B. JORDAN. New York: The American Book Co., 1905. \$1.

A textbook that is the product of actual experience in teaching always commands respect and often is, when announced, awaited eagerly as perhaps the solution of a vexing problem. Miss Clara B. Jordan's *Elementary Latin Writing* is a remarkably happy compromise between two widely divergent practices: that of teaching Latin grammar through composition, and that of teaching Latin composition and letting grammar take its chance. The latter practice, heralded as relief from intolerable drudgery, almost drove out of the field the so-called textbooks of Latin composition that were merely clever collections of e. g.'s. The result of this wholesome, but too wholesale, reform is well known and need not be mentioned. Now we are beginning to receive books conceived in a spirit of calm acceptance of two principles: that Latin grammar is satisfactorily taught only with the aid of Latin writing; but Latin writing is an end in itself, apart from its value in impressing upon the pupil's mind the facts of Latin grammar. Miss Jordan's book, which ought to be covered and reviewed easily in the high-school four-year course, proceeds gradually from intensive work on the grammar to connected passages of great variety and increasing difficulty. Throughout there is a certain crispness and directness that recommends this book as an extraordinarily useful manual. Individual features, the outcome of personal predilection of the author, add a charm unlooked for in the treatment of so unromantic a subject. Incidentally the exercises contain information that is of great value to the young student, especially the exercises numbered 7, 20, 21, 26, 27, 28, 29, 30, 32 and following. The coming of this and similar textbooks will perhaps rescue Latin composition from its anomalous position.

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*Science of Education.* By RICHARD GOUSE BOONE, A.M., Ph.D. New York: Charles Scribner's Sons, 1904. Pp. xiii+407.

Education is defined by Dr. Boone as "the life process by which the individual is matured," and the science of education as "the body of organized laws or principles in accordance with which this process takes place." Education in this broad sense thus becomes in the individual practically synonymous with development, its outcome in the race being civilization; and the science of education has for its rather extensive task "the explaining the nature of man as a developing creature, the motives and conditions involved in his maturing, and the social and personal factors that enter into the problem."

The underlying thought of the book, which becomes in the words of the author its "unifying principle," is that embodied in the previously quoted definition, viz., that education is fundamentally a process of human growth. All things that contribute to that growth are educative, and must be taken cognizance of in a science of

education. Education in its broad sense is thus distinguished from "schooling," which represents that phase of education which may be characterized as designed or directed. Having taken pains to make this distinction, the author's treatment would be clearer in places if he did not oscillate so readily from the one point of view to the other.

The book is divided into four parts, entitled respectively, "The Nature of Education," "Education as a Science," "The Data of Educational Science," and "Contributing Sciences." Of these the first and fourth receive the most lengthy treatments. The most carefully worked-out portion, and the one most in accord with a scientific treatment, is the part entitled "The Nature of Education," comprising the first 170 pages. In this part are stated and elaborated four presuppositions in reference to (a) the subject, (b) the instrument, (c) the motive, (d) the condition of education. The general line of treatment in working these out is in accord with current educational theory, as embodied, for example, in an elaborated form in Professor O'Shea's book *Education as Adjustment*. The educative process is seen to be summed up in the constant interaction of two factors: "the impulse to know and to grow" on the part of the individual, and the ever-present environment "which impinges upon the nerves and arouses the mind to action." Especially valuable is Dr. Boone's discussion of the motive in education, where he emphasizes the thought that real education is never secured by imposition from without, but rather by setting free and furthering the growth of the impulse from within.

The conclusion arrived at after a perusal of the whole book is that in it the author has not attempted, except in the most general way, to work out a science of education. This, according to his own broad definition and further expansion of it, would be a task practically equivalent to the writing of a history of all the factors responsible for man's development along every line of progress. He has confined himself rather to indicating some of the possibilities of a science of education, together with a statement concerning the spirit and method that should dominate scientific investigation and a suggestive survey of the body of material which a science of education has at its disposal. In the words of the author, a science of education "is at least in the making"—which, after all, is perhaps a more hopeful fact than if it were already "made."

The book under discussion is typographically pleasing and free from misprints. An error in historical fact is to be seen on p. 7, where Herbart is spoken of as Kant's successor at the University of Berlin instead of at Königsberg. A brief working bibliography of education and related sciences is appended.

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*Growth and Structure of the English Language.* By OTTO JESPERSEN. Leipzig: B. G. Teubner, 1905. Pp. iv+260. M. 3.

Those acquainted with Jespersen's other books, as *Progress in Language*, will expect to find this new work suggestive and helpful. Jespersen is a keen observer and original in method. His work is always full of well-selected examples. The book before us shows all these qualities. It is especially suggestive by reason of the foreigner's view of our language. Little things, which English-speaking people might easily overlook, are more readily observed by one not to the manner born. Many of these are clearly pointed out by this keen Danish scholar.